CDETB

An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

It's Child's Play

leading to

Level 3 QQI Component: Child Development and Play 3N0611

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:

    1. **Level 3 QQI Certificate in General Learning 3M0874**
    2. **Level 3 QQI Certificate in Employability Skills 3M0935**
    3. **Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**

- Upon successful completion of this programme module the learner will achieve 10 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.

- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.

- Teachers/tutors should familiarise themselves with the information contained in CDETB's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.

- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.

- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.

- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.

- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETB or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award

1. Title of Programme Module
    It's Child's Play
	2. Component Name and Code
	    Level 3 Child Development and Play 3N0611

3. Duration in Hours of Programme Module
    100
	4. Credit Value
	    10

5. Assessment Technique
    Collection of Work 100%
	6. Specific Requirement
	     Programmes, assessment arrangements and evidence must reflect current legal requirements for the care and protection of children. Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities.

7. Aims and Objectives of the Programme Module

This programme module aims to equip the learner with the knowledge, skills and competencies to use play as part of the process of child care and development, and to develop the skills necessary to communicate effectively with both children and parents or guardians.

8. Objectives:

- to develop an awareness of the legislation and regulations governing the care and protection of children
- to understand the role of play in the development of children
- to understand the functions and role of different toys, games, play ideas and activities used by children
- to develop an awareness of the role and function of their own childhood play activities and experiences
- to demonstrate good communication skills with children and adults
- to demonstrate an ability to plan, organise and evaluate play items and activities for children.

9. Learning Outcomes of Level 3 Child Development and Play 3N0611

The learner will be able to:

1. describe the five key areas of child development, namely physical, intellectual, linguistic, emotional and social, using practical examples
2. distinguish between the categories free play and structured play, and the four types of play namely, construction, imaginative play, creative play, and physical play, using practical examples
3. give examples of the importance of and the link between child development and play by observing how playing with a toy is enhancing the development of a child
4. compare the current range of children's toys, games and play activities with those of own childhood
5. describe play activities that you have engaged in as an adult and your responses to these activities
6. describe the features of a 'good toy' including its safety features, educational value and cost
7. work with supervisor* to organise, implement, and talk about strengths and areas for improvement of a play activity for a child/children
8. work with supervisor* to plan, make, use, and talk about strengths and areas for improvement of a play item for child/children
9. interact with young children and peers using effective communication skills.

*Supervisor can be interpreted as teacher/tutor where relevant.

Delivery Strategies and Learning Activities

The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. The development of team working skills and effective communications skills should be integrated where possible in the delivery of this module. The application of these skills must be demonstrated in the Collection of Work/Skills Demonstrations.

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

Five Key Areas of Child Development

Learning Outcome: 1. Describe the five key areas of child development, namely physical, intellectual, linguistic, emotional and social, using practical examples

In order to help the learner achieve the learning outcomes, consider doing the following:

- outline for the learner current legislation governing the care and protection of children, for example, Child Care Acts 1991 to 2007, Children Acts 2001 to 2007, Ombudsman for Children Act 2002, Protections for Persons Reporting Child Abuse Act 1998, etc.

- outline for the learner the guidelines relating to childcare provision by relevant bodies, for example, HSE guidelines, County Childcare Committee Guidelines relating to childcare, National Guidelines for Childminders

- explore with the learner the five key areas of child development, to include:

  o physical, for example, height, weight, movement, eating solids, lifting head, rolling over, crawling, standing, eating independently, walking, hopping, skipping

  o intellectual, for example, the capacity to learn, remember, understand information, solve problems, information-processing, memory expands

  o linguistic, for example, making sounds, semantics or the encoded meanings, syntax or the way in which words are combined, knowledge of how language is used in different contexts and for different audiences, first words, rhyming words, constructing sentences, phonics

  o emotional, for example, happiness, contentedness, fearful of perceived threats, preference for familiar people, anxiety and distress when separated from parent/guardian, anger and temper tantrums as toddlers

  o social, for example, capacity for empathy, understanding of social rules, friendships with children of similar age, socially accepted differences in the social development and behaviour of boys and girls, customs and cultures and how they influence social behaviour and perception for example if customs learned by children of one ethnic group are different from those learned in another

- explore with the learner the importance of the milestones in the five key child development areas, for example, height/weight chart, timescale for lifting head, crawling, walking, first words

- identify for the learner how the milestones in the five key child development areas are monitored, for example, scheduled public health development checks, baby/child record book, crèche records.

Categories and types of Play
Learning Outcome 2: Distinguish between the categories free play and structured play, and the four types of play namely, construction, imaginative play, creative play, and physical play, using practical examples.

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

- discuss with the learner the importance of play, for example, definitions of play, play therapy, some theorists in the area of play for example, Piaget

- explore with the learner the differences between:
  - free play, for example, play activity chosen by the child, creative, make-believe play, self-directed by the child, allows the child to learn how to work in groups, to share, to negotiate, to resolve conflicts, to learn self-advocacy skills, practice decision-making skills, move at their own pace, discover their own areas of interest, etc. freely chosen, intrinsically motivated and personally directed, free and unstructured play is essential for helping children reach important social, emotional, and cognitive developmental milestones as well as helping them manage stress and become resilient
  - structured play, for example, is controlled and structured by adults, children may have to comply with adult rules, generally there is a clear learning focus or purpose for this play, may be adult initiated, adult may control the resources, way of preparing children for new life experiences for example, for school, means of preparing for and experiencing new situations and scenarios in a safe and structured environment

- explore with the learner the uses and examples of the four types of play, to include:
  - construction play, for example, useful for hand-eye co-ordination, enhance dexterity, spatial thinking, creativity, following instructions (picture instructions) learning and creating their own ideas for buildings, structures, designing imaginary things, build strength in a child's fingers and hands, encourages social relationships, cooperative play opportunity, expand language abilities. Play construction items may include, building sets, block sets, farmyard sets, Lego, Duplo, Sticklebricks, Meccano
  - imaginative play, for example, useful for promoting social, emotional and intellectual skills, social dialogue and negotiation, etc. Imaginative play activities may include, organizing a teddy bears tea party, acting out social roles for example pretend cooking, helping an old lady across the road, acting out professions, for example, issuing a parking ticket, stopping traffic, doctors and nurses, teachers
  - creative play, for example, useful for nurturing and stimulating creativity, fostering uniqueness, promotes perseverance, problem solving, etc. Creative play toys/materials/activities can include, books, drawing materials, painting materials, objects to make sounds with, clay, blocks, sand, large boxes, imitate people, animals, and machines, puppets, role playing everyday activities to explore for to do certain things, deal with feelings, handle emotions, follow the leader
  - physical play, for example, useful for using large muscles and exercising the whole body, turn taking, enhance concentration, motivation, learning, well-being, etc. Physical play may include: walking, running, climbing, sliding, pivoting, jumping, skipping, balancing, swinging, crawling through tunnels, sports.

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The Link between Child Development and Play
Learning Outcome 3: Give examples of the importance of and the link between child development and play by observing how playing with a toy is enhancing the development of a child

*In order to help the learner achieve **Learning Outcome 3** in particular, consider the following:*

- discuss with the learner the importance of the links between child development and play, for example, developing imagination, dexterity, physical, cognitive and emotional strength, means of children engaging and interacting with the world around them, exploring, discovery learning, conquering fears, developing new competencies, enhanced confidence, group work, communications

- outline for the learner how observations should be conducted, for example, seeking permission from parent/guardian, protecting anonymity of the child by using code names like Child 1 or Target Child 1 (TC1), recording of results against set criteria, confidentiality

- facilitate the learner to observe a number of children from different age groups playing with age appropriate toys that contribute to aspects of their development, for example, observing a child painting, how they approach and mix the colours, how they hold the brush, do they use their fingers to paint, do they try painting on their skin, do they involve others, interpretation, perspective, etc, observing a child involved in imaginative play, their role, involvement of other children, tone of voice, props used.

Compare current range of toys with toys from the past

Learning Outcome 4: Compare the current range of children's toys, games and play activities with those of own childhood.

*In order to help the learner achieve **Learning Outcome 4** in particular, consider the following:*

- investigate with the learner the toys, games and play activities that the learner experienced as a child, for example, making mud-pies, skipping ropes, marbles, elastics, football table, cycling, lego, etch-a sketch, post office sets, dressing up clothes, snakes and ladders, spinning tops

- investigate with the learner the range of toys that is now available in all categories, for example, electronic toys for babies, soft toys, construction, craft (playdough, paints), playzones, swing sets, climbing frames

- explore with the learner the comparison between the current range of children's toys, games and play activities available with those from the learner's own childhood.

Learner's own experience of Play activities

Learning Outcome 5: Describe play activities that you have engaged in as an adult and your responses to these activities.

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

- facilitate the learner to engage in a range of play activities including constructive, imaginative, creative and physical play and describe the experiences, for example, crawl through tunnel to a child's tent, sit on the floor and build a house using blocks, make a spider using an egg carton, pipe cleaners and paint.

Features of a 'Good Toy'
Learning Outcome 6: Describe the features of a 'good toy' including its safety features, educational value and cost.

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

- explore with the learner the issues to consider when choosing a toy for a child, including:

  o whether it is "good toy" in that it will contribute to the physical, intellectual, linguistic, emotional and social development of the child

  o are there safety features which prevent injury to the child while using it

  o what is the child likely to learn from playing with the toy

  o what is the cost of the toy,

  o other considerations for example, does the toy have an age-appropriate rating, is it durable, does it require on-going maintenance/batteries, does it require a lot of adult involvement/intervention/assembly/guidance, enjoyment value for the child

Organising and Evaluating a Play Activity
Learning Outcome 7: Work with teacher/tutor to organise, implement, and talk about strengths and areas for improvement of a play activity for a child/children.

*In order to help the learner to achieve **Learning Outcome 7** in particular, consider the following:*

- explore with the learner the play activity that they will organise and implement, under the direction of a supervisor, in a childcare setting, for example,

  o making a Christmas decoration

  o making music

  o dressing up

  o pretend play

  o acting out roles

  o building an item with blocks or bricks

  o creating a farmyard scene with small plastic animal

  o , building a sandcastle, teddy bears picnic

  o playdough

  o painting

- discuss with the learner the strengths and areas for improvement of a play activity for child/children, for example,

- o what they learned

- o enjoyment of activity

- o educational value

- o what area of child development it contributed to

- o safety.

Creating and Evaluating a Play Item
Learning Outcome 8: Work with teacher/tutor to plan, make, use, and talk about strengths and areas for improvement of a play item for child/children

In order to help the learner achieve Learning Outcome 8 in particular, consider doing the following:

- facilitate the learner to work with a supervisor to plan, make and use a play item for a child/children, for example,

  - o making a prop to use while telling a story

  - o making musical instruments out of recycled household items which the group of children can use to make music

  - o using a large box to make various pretend play items that the child can climb into or crawl through, like a car, house, boat

  - o make a puppet that the child can use

- facilitate the learner to discuss the strengths and areas for improvement of the play item for child/children for example,

  - o what they learned

  - o enjoyment of activity

  - o educational value

  - o what area of child development it contributed to

  - o safety

  - o level of adult intervention needed.

Using Effective Communication Skills
Learning Outcome 9: Interact with young children and peers using effective communication skills.

In order to help the learner achieve Learning Outcome 9 in particular, consider the following:

- explore with the learner the importance of effective communication skills when dealing with children and adults

- facilitate the learner to demonstrate effective communication skills when interacting with children and peers

- facilitate the learner to identify ways of communicating with children while they are playing

- discuss with the learner the factors that have an impact on effective communication, for example, clear pronunciation, active listening, short concise sentences, tone of voice, volume of voice, body language, making appropriate responses.

11a   Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	100%
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	

The learner will compile a Collection of Work that demonstrates the following:

- an understanding of the five key areas of child development

- an ability to distinguish between free play and structured play

- an understanding of the four types of play namely, construction, imaginative play, creative play, and physical play

- an understanding and ability to give examples of the importance and the link between child development and play by observing how playing with a toy is enhancing the development of a child

- an ability to conduct child observations

- an ability to compare the current range of children's toys, games and play activities with those of own childhood

- ability to describe play activities that the Learner has engaged in as an adult and responses to these activities

- an understanding of the features of a 'good toy' including its safety features, educational value and cost

- an ability to work with a supervisor to organise, implement, and talk about strengths and areas for improvement of a play activity for a child/children

- an ability to work with a supervisor to plan, make, use, and talk about strengths and areas for improvement of a play item for child/children

- an ability to interact with young children and peers using effective communication skills.

In demonstrating the above the learner must include the following in the Collection of Work:

- a range of child observations of a number of children from different age groups playing with age appropriate toys/participating in activities that contribute to aspects of their development

- assessment/review of the features of a 'good' toy

- comparison of toys/games activities from the past and present

- a record of a play activity planned and carried out with a child or group of children

- a finished play item that was made for a child and associated support evidence

- a wall chart, resource book, video, or similar presenting 'play ideas for children'

- a record of four play activities experienced by the candidate

- a description of good communication practice with children

Assessment - **General Information – Child Development and Play 3N611**

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	**Assessment Technique**
1.Describe the five key areas of child development, namely physical, intellectual, linguistic, emotional and social, using practical examples	Collection of Work
2.Distinguish between the categories free play and structured play, and the four types of play namely, construction, imaginative play, creative play, and physical play, using practical examples	Collection of Work
3.Give examples of the importance and the link between child development and play by observing how playing with a toy is enhancing the development of a child	Collection of Work
4.Compare the current range of children's toys, games and play activities with those of own childhood	Collection of Work
5.Describe play activities that you have engaged in as an adult and your responses to these activities	Collection of Work
6.Describe the features of a 'good toy' including its safety features, educational value and cost	Collection of Work
7.Work with teacher/tutor to organise, implement, and talk about strengths and areas for improvement of a play activity for a child/children	Collection of Work
8.Work with teacher/tutor to plan, make, use, and talk about strengths and areas for improvement of a play item for child/children	Collection of Work
9.Interact with young children and peers using effective communication skills	Collection of Work

Grading
At Level 3 a Learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.

Level 3 Child Development and Play 3N0611	Learner Marking Sheet

Learner's Name: _____   Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	✔ If present in portfolio	Please indicate where evidence is to be found
describe the five key areas of child development, namely physical, intellectual, linguistic, emotional and social, using practical examples	• describe the following in relation to child development: o physical development o intellectual development o linguistic development o emotional development o social development		
distinguish between the categories free play and structured play, and the four types of play namely, construction, imaginative play, creative play, and physical play, using practical examples	• distinguish between free play and structured play • describe and give examples of the following types of play: o construction o imaginative play o creative play o physical play		
give examples of the importance and the link between child development and play by observing how playing with a toy is enhancing the development of a child	• give examples of the link between child development and play • carry out a range of child observations to observe how playing with the toy helps the child's development		
compare the current range of children's toys, games and play activities with those of own childhood	• identify the toys/games/activities of own childhood • identify current toys/games/activities • compare the current and past toys/games/activities		
describe play activities that you have engaged in as an adult and your responses to these activities	• list play activities that participated in • describe the activities • describe response/experience of play activity		
describe the features of a 'good toy'	• describe the features of a good toy including its:		

including its safety features, educational value and cost	o safety features o educational value o cost		
work with teacher/tutor to organise, implement, and talk about strengths and areas for improvement of a play activity for a child/children	• work with teacher/tutor to: o organise a play activity for a child or children o implement the play activity with a child or children o talk about the strengths of the play activity o identify the areas for improvement of the play activity		
work with teacher/tutor to plan, make, use, and talk about strengths and areas for improvement of a play item for child/children	• work with teacher/tutor to: o plan a play item for a child/children o make a play item for a child/children o use a play item for a child/children o discuss the strengths of a play item for child/children o discuss the areas for improvement of a play item for child/children		
interact with young children and peers using effective communication skills.	• use effective communication skills when interacting with: o young children o peers		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner

Learner's Signature: _____   Date: _____

Assessor's Signature: _____   Date: _____

External Authenticator's Signature: _____   Date: _____